

A Case Study: Effects of Specific Interventions by Homeroom Teacher to
Improve Reading Skills of Student Not Living With Parents

A Special Project

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ABSTRACT

The purpose of this qualitative study was to determine whether selected interventions provided by the WMS homeroom teacher improved reading scores of one student not living with parents or close relatives, as measured by the STAR reading assessment. To accomplish this purpose, a review of selected literature was conducted, baseline data were obtained and analyzed, and related conclusions and recommendations were formulated. Data analysis indicated that selected interventions before, during, and after school did produce positive results in student reading skills.

CHAPTER 1

Introduction

Background for the Project

“America’s future will be determined by the home and the school. The child becomes largely what he is taught; hence we must watch what we teach, and how we live.” (www.ThinkExist.com Quotations Online)

The above statement by Jane Addams speaks eloquently to the influence of parental involvement. Without parental support, children will face difficult struggles in school and in life.

The student who was the subject of the present study was not living with parents or immediate family members. Living instead with a family friend, the student did not receive the benefit of parental support needed for academic success. This student, hereafter referred to as “Student A”, who attended Wapato Middle School (WMS), never informed any teacher of his family status. For a student to divulge that type of information would have required enough trust of teachers to confide in them, and what he had been going through.

Most teachers have believed strongly that parents need to be heavily involved in their child’s education because learning starts in the home. While at WMS, Student A participated in a mentoring program within the regular classroom setting and outside of school. The student received curricular accommodations, needed to be classified English as a Second Language (ESL)

student. Student A also received extra help from the homeroom teacher along with paraprofessionals support in the ESL classroom. Additional resources were also made available for the student to seek individual help away from the mainstream classroom. The writer (Susana Cuevas) a homeroom teacher at WMS assumed the role of surrogate parent for Student A, believing strongly that providing this support would encourage the student's overall academic performance.

Intelligence has not been the only determinant of academic achievement. High motivation and engagement in learning have consistently been linked with a reduction in dropout rates and increased levels of student success. However, family involvement has been the most important factor in a student's academic success and, when the student did not receive support at home, the academic aspect was not a top priority. The student learned to deal and cope with the individual situation as a means of survival (Kushman, Sieber, & Harold, 2000).

Statement of the Problem

Wapato Middle School (WMS) had many students who were not living at home and were placed in foster care. There was no protocol on how to educate teachers to resolve individual student's problems in and out of the school setting. The problem existed because there was not enough information provided to teachers to meet these special needs students. Generally, when a student came into a classroom the administration provided the teacher with limited information

detailing specific student needs. The teacher never really had the opportunity to understand why a foster child or child not living at home acted a certain way. As a result, these students were unable to learn as comprehensively as their classmates because of other outside forces that they did not have control over. Therefore, WMS needed to improve the system for informing teachers about certain students not living with their parents'. Doing so would more adequately accommodate the student's individual needs and improve the opportunity for higher academic performance.

Phrased as a question, the problem which represented the focus of the present study may be stated as follows: To what extent did providing Student A with selected homeroom teacher interventions result in improved reading scores as measured by the STAR reading assessment.

Purpose of the Project

The purpose of this qualitative study was to determine whether selected interventions provided by the WMS homeroom teacher improved reading scores of one student not living with parents or close relatives, as measured by the STAR reading assessment. To accomplish this purpose, a review of selected literature was conducted, baseline data were obtained and analyzed, and related conclusions and recommendations were formulated.

Delimitations

The researcher (Susana Cuevas) collected information regarding Student A from WMS guardians, administrators, teachers, students, and from other sources within the Wapato School District. This information was obtained through interviews, interventions, and data analysis. Information concerning Student A included behavioral reports, test scores, and teacher anecdotal records and observations. The investigation was conducted from February, 2007 through June, 2007.

Assumptions

The researcher believed if Student A had a positive role model, personal and academic success at school would follow. As long as there were teachers who went the extra mile and advocated for the student and provided the appropriate tools, the student could achieve higher learning regardless of family background. As Student A's WMS homeroom teacher, the researcher believed that by providing selected, specialized intervention strategies, Student A's reading scores would improve.

Hypothesis

Providing student A with selected homeroom teacher interventions will result in improve reading scores as measured by the STAR reading assessment.

Significance of the Project

Due to the lack of parent involvement in the life of Student A, the writer recognized a significant need to provide homeroom teacher interventions to help the student achieve higher learning. Without this support, the student had no one to provide help needed to be successful in the classroom. Additionally, providing necessary support in the homeroom would potentially improve Student A's morale, sense of belonging, and knowing that someone did care about his education. Finally, administrators at WMS needed to find a better way to: (1) provide teachers with in-service training needed to help students not living with parents or immediate family members; and (2) by providing teachers appropriate inservice training, they would be better equipped to provide special interventions needed to help, these students succeed.

Procedure

Procedures employed in the present study evolved in several stages, as follows:

1. During January, 2007 the writer requested and obtained permission from the WMS building principal (Ezequiel Garza) and from Student A's guardians, to undertake the present study.
2. From, September, 2006, through June, 2007, the writer obtained WMS test scores, and behavioral records for Student A, and interviewed other WMS

teachers and student A's guardians to obtain additional background information.

3. From January, 2007 through June, 2007, the writer implemented selected strategies before, during, and after school to improve Student A's reading scores and general academic performance.
4. During June, 2007, Student A's pre and post STAR reading scores were obtained and analyzed, related conclusions and recommendations were formulated, and the study was completed.

Definition of Terms

Significant terms used in the context of the present study have been defined as follows:

annual yearly progress. Indicates the academic progress made by each school on an annual basis.

core subject matter. Includes reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

English as a Second Language. Refers to teaching English to people who do not speak the English.

English Language Learner. Refers to a person who was in the process of acquiring English and had a first language other than English.

regular teacher. The classroom teacher responsible for teaching all students, including those who qualify for special education.

resource room. The classroom where students go to receive one-on-one help from a teacher or paraprofessional.

Title I. A federally funded program serving low income families within the schools.

Acronyms

AR. Accelerated Reader

AYP. Annual Yearly Progress

ELL. English Language Learner

ESL. English as a Second Language

NCLB. No Child Left Behind

OELA. Office of English Language Acquisition

SEF. Social Economic Factor

STAR. STAR Reading Assessment

WASL. Washington Assessment of Student Learning

WMS. Wapato Middle School

WSD. Wapato School District

CHAPTER 2

Review of Selected Literature

Introduction

The review of literature and research summarized in Chapter 2 was organized to address:

1. The American Reading Dilemma.
2. Parental Involvement.
3. No Child Left Behind.
4. Reading Programs for Students with Special Needs.
5. Summary.

Data current primarily within the last 5 years were identified through an on-line computerized literature search of the Educational Resources Information Center (ERIC), Internet, and Proquest. A hand-search of selected materials was conducted and information obtained from interviews was also incorporated into the study.

The American Reading Dilemma

According to the Alliance for Excellent Education (2003) American schools have been faced with a reading crisis for years. One key factor contributing to low reading achievement levels has been the nation's high school dropout rate. When students were not reading at grade level, they were more likely to drop out of school than those students reading at grade level. According

to a recent study by the Urban Institute, half of all African –American, Hispanic and Native American students who entered U.S high schools in 2000 will not graduate this year due to reading deficiency. Many factors have led to the reading dilemma. For example, lack of motivation from parents and teachers, students’ believing that nobody cares, parents not being well informed, and teacher burnout. Students who were at risk were not being provided the appropriate tools and guidance needed to become successful readers. Students were not taught with the most rigorous reading instruction needed to excel (Swanson, 2004).

New standards imposed by the (NCLB) have also contributed to the nations reading crisis because all students, regardless of background are expected to meet high stakes test expectations. However, approximately half of all eight graders who were African- American and Hispanic were reading below level. About 13 percent of eight graders were reading at or above grade level compared to 41 percent of white eighth graders reading at or above grade level (Grigg et al., 2003). Also, there were many students who were learning English as a Second Language that were struggling to meet reading goals and unable to catch up with their peers. About 4 million ESL students were enrolled in middle and high schools throughout the United States (Hoffman, 2003).

Another factor related to low student achievement in reading was the Social Economic Factor (SEF). Students who lived with families that had low incomes and lived below the poverty level were more at risk of having low

literacy skills (Alliance for Excellent (AEE), 2002). According to the U.S Census Bureau, 28.7 million children currently live in poverty across the United States (U.S Bureau of Census, 2003). Caldwell & Ginther (1996) found that students from a low socioeconomic background made up the largest population of students considered to be at risk and in danger of not graduating from high school.

Some researchers suggested that motivation was the key to getting students to take a proactive approach to reading. Student's who were motivated to achieve higher learning had the capacity to do better in school than those who were not motivated. Motivation was one of the determining factors in student achievement because students had a purpose for wanting to achieve. According to Eccles et al. (1998), as a child grows older, academic achievement slowly declines. Reasons for this decline included less teacher attention, limited parental involvement, individualized and stresses associated with academic embarrassment.

Parental Involvement

According to Hammer (2003), the homeroom environment was as important as what goes on in the school. One factor considered important is parent involvement in their children's education, included, for example, reading to or with their children. Parents were the child's first teachers and this research suggested when parents were actively involved in their children's education, they

achieved higher academic standards and showed overall positive attitudes towards school.

Research conducted by Adams (1990) revealed that parents of disadvantaged and minority children made a positive contribution to the children's achievement in school if they received adequate training and encouragement in the appropriate types of parent involvement with literacy activities. Disadvantaged children also had the most to gain from parent involvement programs. Reading with children was important for building early literacy skills and, when children were read to by parents', they were more likely to become successful readers than children who were not read to.

According to Edwards (1995) parental involvement made a substantial difference in a child's self esteem and education. Positive relationships with parents gave children the support needed to be successful in school. Children affected by positive relationships with parents worked harder to achieve in school and attendance was up. Families reading for pleasure were associated with having children being higher achievers in school.

Children who were consistently read too often became early readers. Edwards (1995) suggested that parents schedule a particular time of day for reading and, that they make reading part of the family routine and talk about what is read and answer related questions. Benninga (1998) emphasized that parents can greatly affect their children's lives by spending 15 minutes a day reading to

them, taking them to the library periodically, and supplying them with enjoyable books. Fathers as well as mothers needed to be involved. Boys have sometimes received messages that reading is not important for them when they are not read to by their fathers, and when they did not see their father reading. Interestingly, 70 percent of students enrolled in remedial classes were boys.

Benninga (1998) explained how adults assumed three roles as they read to children. As co-responders who initiate discussion, recount parts of the story, share reactions, relate experience to real life and invite children's responses, as informers/monitors who explain, provide information and assess understanding; and, as directors who introduce the story, announce conclusions, and assume leadership.

May (1990) identified the following benefits that can be achieved by reading to children.

1. Concept development, vocabulary development, and linguistic competence.
2. Knowledge of the content, structure, and conventions or written language.
3. Academic readiness.
4. Word recognition skills
5. Later achievement in reading. (p.69)

No Child Left Behind

The NCLB Act passed by Congress in 2001 mandated high standards for all students nationwide. The law required every state to establish high academic standards for all students. In accordance with the NCLB, every teacher needed to be highly qualified to teach their specific subject and they needed to meet certain criteria including, holding a bachelor's degree, state certification, and demonstrated competency in their specific subject area. All teachers were included in this mandate (www.ed.gov).

No Child Left Behind also stated that paraprofessionals needed to be highly qualified to receive Title I funding. This mandate did not apply to paraprofessionals who did not work in a school and did not receive Title I funding. As of January 8, 2002 paraprofessionals could not be employed if they did not have appropriate credentials as mandated by NCLB. Paraprofessionals needed to have completed two years of higher education, demonstrated competency through a test in reading, writing and mathematics or, having earned an associate's degree. Paraprofessionals were held accountable just like teachers to meet NCLB guideline (www.ed.gov).

Faced with the national dilemma as cited above, another requirement of the NCLB was to give reading proficiency top priority. The goal was that every child was to be reading at grade level by the end of third grade. This initiative was implemented by providing schools with scientifically based reading

instruction programs and funding. Funds would be available for each state to be applied on the basis of low-income children that ranged in age of 5-17. Through these scientifically research-based reading programs students benefited because they met five target skills that research deemed necessary for early reading success. These skills included phonemic awareness, phonics, fluency, vocabulary and comprehension. Said U.S Secretary of Education Margaret Spelling, “As our nation grows more diverse, we depend on our schools to ensure that future generations have the knowledge and skills to succeed” (www.gov.ed).

With new regulations added to the law the NCLB provided teachers with professional development and other related support. Teachers were now provided in service training to detect barriers students face in reading. Also, teachers were provided necessary tools to help guide their students to increase learning. Under the NCLB, every school was held accountable for annual yearly progress for all students. Closing the achievement gap in reading became a national priority. As stated by the Secretary of Education Margaret Spelling, “One in every five children under 18 is of Hispanic origin. We must work together to ensure all these children stay in school and have the chance to achieve their potential” (www.ed.gov). Before the NCLB was enacted, many Hispanic students were not meeting grade level reading standards. Children from poor and minority backgrounds represented a major achievement gap in reading. These students were allowed by the system to struggle and eventually drop out. The language

and cultural barrier of these students was not being appropriately addressed by the schools, there by contributing to the achievement (www.ed.gov).

English Language Learners (ELL) were also held accountable to the same high academic standards under the NCLB. Under Title III, the Office of English Language Acquisition (OELA) was responsible for implementing programs that helped with language acquisition. The OELA recommended best research practices that teachers could utilize to teach ELL students (www.ed.gov).

Reading Programs for Students with Special Needs

To address the special needs of ELL students, teachers needed to help students with content, knowledge and language (Gersten, 1998; Gersten & Baker, 2000; Gersten & Jimenez, 1994). These researchers suggested teachers needed to be fully aware of best practices to teach all components necessary for ELL students to attain higher learning. Teachers have assumed many roles in the past, beyond merely teaching subject matter content. In today's school's, teacher's take on other roles including, nurse, advocate, and parent. A primary reason for the change that has occurred in American society has been related to increasing numbers of children living in poverty.

Gardner's research (1999) addressed reading problems and learning styles and multiple intelligences related to reading mastery. Gardner delineated a list of seven intelligences that deal with the way humans learn, including: Linguistic, logical-mathematical, musical, spatial, interpersonal and intrapersonal. Gardner

believed all humans possessed uniqueness in the way they learned. Accordingly, these multiple intelligences provided teachers an opportunity to teach to the appropriate learning styles of students. As explained by Gardner:

I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do... Ultimately, we must synthesize our understanding that try matters are the ones we carry out as human beings in an imperfect world which we can affect for good or for ill (pg.180-181).

Krashen (1987) explained the importance of comprehensible input and the need for a student to learn to read in his/her native language. Said Krashen:

The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing message that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing correcting production

P. 2.

Krashen further emphasized how language acquisition required meaningful interaction in the native language. This natural communication in which speakers were concerned not with the form of their utterances, but with the cultural messages they are conveying were basic to understanding. Many programs have helped struggling readers achieve higher learning through specific interventions. For example, the STAR reading program has helped students to recognize their deficiencies. This program allowed students to compare their current grade level reading score with the expected grade level reading standard (www.ed.gov).

A research study that was conducted at East Valley Intermediate School (EVIS) Moxee, Washington, investigated the number of students meeting or exceeding state standards on the Washington Assessment of Student Learning (WASL). These researchers found that one year following adoption of the Star reading program, students at (EVIS) demonstrated significant improvement in WASL reading scores. This program allowed students to work on specific skills for optimal reading growth. Some of the suggested activities included: Maintain as a minimum of 60 minutes of sustained silent reading daily; selecting a wide variety of fiction for recreational reading; and, reviewing study skills and comprehension strategies designed to help students' access text, particularly expository text (Wyman & Stevens 2000).

Another program related to increased students reading abilities was the Accelerated Reader program (AR). This program allowed students to select a book of their choice and to take a related quiz. The teacher was provided with information regarding the students' reading ability. Students established reading goals and read a variety of books while attempting to increase their reading level in the process. The (AR) program was credited with helping increase student scores (Peak & Dewalt 1994).

Reading authorities recommended the need for teachers to set reading goals for students. Teachers and parents needed to establish intentional reading goals together to be accountable for their specific role. Instruction in comprehension helped students understand what they read, and their ability to communicate to others what they read. Other Reading strategies recommended for helping students with comprehension included direct explanation, modeling, guided practice, and application. To reach students from all backgrounds, teachers needed to be culturally sensitive in their reading practices. To reach all students, teachers needed to constantly adjust student learning styles and to keep current with research-based strategies needed to advance student learning. Finally, teachers must hold all students accountable and continue to set high learner expectations' (Geneva & Banks, 2000)

Summary

The literature reviewed in Chapter 2 supported the following predominant research themes:

1. Many factors have contributed to the American reading dilemma, including lack of motivation from parents and teachers, student beliefs that nobody cares, parents not being well informed and teacher burn-out.
2. Parents who were consistently involved in the lives of their children and who frequently read to them improved the child's skills in concept development, vocabulary development, linguistic competence, academic readiness, word recognition skills, and later achievement in reading.
3. The NCLB Act mandated nationwide high academic standards for all students regardless of family background.
4. To reach students from all backgrounds, teachers needed to be culturally sensitive in their reading practices.

Chapter 3

Methodology and Treatment of Data

Introduction

The purpose of this qualitative study was to determine whether specific interventions provided by the WMS homeroom teacher improved reading scores of one student not living with parents or close relatives, as measured by the STAR reading assessment. To accomplish this purpose, a review of selected literature was conducted, baseline data were obtained and analyzed, and related conclusions and recommendations were formulated.

Chapter 3 provides a description of the methodology employed in the study, participants, instruments used, design, procedure, and a summary.

Methodology

The researcher conducted a qualitative study focused on one middle school Hispanic male student. Student A was a minority, ESL, ELL, of low economic status who came from a broken home. The research suggested that a student with all of these labels was susceptible to failure and would eventually drop out of school. Student A's homeroom teacher (Susana Cuevas) tracked the student for a period of six months, from January-June 2007. During this time specific interventions designed to improve Student A's reading skills were implemented.

Participant

The subject of the present research study was a thirteen-year-old Hispanic male student. The student was a member of a minority ethnic group, came from a low income broken home, was not living with a parent or immediate family member, and was classified as English as a Second Language (ESL) and English Language Learner (ELL) student. The student was living with a personal friend of his father while enrolled in the writer's homeroom class at Wapato Middle School, taking reading, language arts, social studies, and math interventions.

Instrument

Information used in the study included anecdotal records, informal observations, prior records and interviews. The STAR reading assessment provided baseline data (i.e., pre and post test scores) to measure any improvement in Student A's reading skills from January-June, 2007.

Design

Throughout this qualitative case study, the investigator (Susana Cuevas) sought to determine whether implementation of selected interventions before, during, and after school would result in improved reading skill/scores as measured by the STAR reading assessment. Interventions included:

Before School: For approximately 20 minutes daily, the teacher worked alternatively with Student A on...

1. Sounds of the alphabet with Student A.

2. Practicing onset-rime patterns, and teaching high-frequency words.
3. Teaching chunking, recognition of word parts, prefixes and suffixes as well as syllabification.
4. Teacher and student would take turns reading to work on fluency.

During School:

1. In September, 2006 Student A was administered a STAR pre-test to record reading proficiency
2. During homeroom, the teacher (Susana Cuevas) and paraprofessional would have Student A follow along while they read aloud and model good phrasing and expression. Student A also worked on fluency while the teacher monitored his reading.
3. Student A was provided opportunity to read aloud various types of texts.
4. Student A was instructed on how to stop while reading to identify and clarify important information. Student A was also provided shorter chunks of text to read, to develop recall abilities.
5. The teacher made certain that Student A recognized and understood time-order words and words that showed causal relationships.
6. Teacher introduced a variety of graphic organizers, for example, KWL, to help Student A understand what he was reading.
7. In June, 2007 Student A was administered a STAR posttest to record reading proficiency.

After School:

1. The teacher would model thinking aloud, allowing Student A to hear how inferences and generalizations were formed.
2. Student A practice making different types of inferences and generalizations through short stories provided by the teacher.
3. The teacher worked on a variety of graphic organizers with Student A, to help him access prior knowledge before reading a selection.
4. The teacher helped Student A find high-interest, enjoyable reading materials.

Procedure

During January 2007, the writer requested and obtained permission from the WMS building principal (Ezequiel Garza) and from Student A's guardians, to undertake the present study. The writer also obtained permission from Student A's guardians to conduct project. From, September, 2006 through June 2007, the writer collected WMS test scores, and behavioral records for Student A, and interviewed other WMS teachers and student A's guardians to obtain additional background information. From January, 2007 through June, 2007, the writer implemented the selected strategies detailed above, before, during, and after school, to improve Student A's reading scores. During June, 2007, Student A's pre and post STAR reading scores were obtained and analyzed, related conclusions and recommendations were formulated, and the study was completed.

Treatment of the Data

As indicated, this qualitative research study focused on one, thirteen year old Hispanic male student not living with a parent or immediate family member. Information/data used in the study included anecdotal records, informal observations, prior-records and interviews. Additionally, STAR pre and posttest scores were utilized to measure any improvement in Student A's reading skills from January through June, 2007. The assumption was made that any improvement in Student A's reading scores would result from implementation by the writer of selected interventions before, during, and after school.

Summary

Chapter 3 provided a description of the research methodology employed in the study, participants, instruments used, research design, and procedure utilized. Details concerning treatment of the data obtained and analyzed were also presented.

Chapter 4

Analysis of the Data

Introduction

This qualitative case study sought to determine whether selected interventions provided by the WMS homeroom teacher would improve reading scores of one student not living with parents or close relatives, as measured by the STAR reading assessment. Chapter 4 contains a description of the environment, hypothesis, and results of the study.

Description of the Environment

This case study was conducted at Wapato Middle School located in Wapato, Washington. The subject of the study (Student A) was a thirteen-year-old Hispanic male who came from a low income broken home, was not living with a parent or immediate family member, and was classified as ESL and ELL student.

The student was enrolled in the writer's (Susana Cuevas) homeroom class that met five days a week for three-hour sessions. During class sessions, specific goals and objectives were established to track Student A's progress in reading. Student A's reading progress was charted once a month, using the STAR reading assessment.

The classroom contained 17 other students, all of whom were Hispanic, from low income backgrounds, and classified as ESL and ELL students. The

classroom contained two para professionals who assisted the teacher with specific student's needs as appropriate. The classroom was enriched with an abundance of reading materials and manipulatives for student use.

Hypothesis

Providing student A with selected homeroom teacher interventions will result in improve reading scores as measured by the STAR reading assessment.

Results of the Study

Primary findings produced for the present study have been organized below in Table 1. As indicated in the Table, Student A was reading at the 4.3 reading level based on the September, 2006 pre-test score. From January through June, 2007 Student A was tested monthly, using the Star reading assessment. From January through June, 2007, Student A's grade level reading scores were as follows: January, 4.3; February, 3.5; March, 3.9; April, 3.2; May, 4.3; and June, 4.9.

Findings

These data revealed that, although Student A's grade level scores diminished slightly from February through May, 2007. However, based on posttest results in June, 2007, his scores did improve to a 4.9 grade level, there by surpassing his pre-test score of 4.3 in September, 2006. One may therefore conclude that the hypothesis was supported (i.e., providing Student A with

selected homeroom teacher interventions will result in improve reading scores as measured by the STAR reading assessment.)

Table 1

Student A's Pre and Post STAR Reading Assessment Scores

September, 2006 through June, 2007

September, 2006	January, 2007	February, 2007	March, 2007	April, 2007	May, 2007	June, 2007
Pre-Test						Posttest
4.3	4.3	3.5	3.9	3.2	4.3	4.9

* Student A: Case study of 13 year-old Hispanic student, subject of present study.

Summary

In Chapter 4, the researcher presented Table 1 to illustrate how teacher interventions enhanced Student A's reading performance. The gains were minimal, but overall small steps eventually may lead to greater progress. The researcher's hypothesis was thereby supported, confirming that Student A made positive gains while enrolled in the writer's homeroom class and receiving appropriate reading interventions before, during, and after school.

Chapter 5

Summary, Conclusions and Recommendations

Summary

The purpose of this qualitative study was to determine whether specific interventions provided by the WMS homeroom teacher improved reading scores of one student not living with parents or close relatives, as measured by the STAR reading assessment. To accomplish this purpose, a review of selected literature was conducted, baseline data were obtained and analyzed, and related conclusions and recommendations were formulated.

Conclusions

Based on a review of selected literature and major findings produced from the present study, the following conclusions were reached:

1. Many factors have contributed to the American reading dilemma, including lack of motivation from parents and teachers, student beliefs that nobody cares, parents not being well informed and teacher burn-out.
2. Parents who were consistently involved in the lives of their children and who frequently read to them improved the child's skills in concept development, vocabulary development, linguistic competence, academic readiness, word recognition skills, and later achievement in reading.
3. The NCLB Act mandated nationwide high academic standards for all students regardless of family background.

4. To reach students from all backgrounds, teachers needed to be culturally sensitive in their reading practices.
5. Data analysis supported the hypothesis that providing Student A with selected homeroom teacher interventions did result in improve reading scores as measured by the STAR reading assessment.

Recommendations

As a result of the conclusions cited above, the following recommendations have been suggested.

1. To address the reading achievement gap, educators should be aware of factors contributing to the American reading dilemma, including lack of motivation from parents and teachers, student beliefs that nobody cares, parents not being well informed and teacher burn-out.
2. To improve their child's skills in concept development, vocabulary development, linguistic competence, academic readiness, word recognition skills, parents should consistently be involved in reading to them.
3. To encourage acquisition of higher student reading skill, all states should implement curricular and instructional programs consistent with NCLB mandates.
4. To reach students from all backgrounds, teachers should be sensitive in their reading practices to the cultural differences.

5. To improve reading scores as measured by the STAR reading assessment, educators may wish to utilize selected homeroom strategies implemented in the present study or, they may wish to undertake further research more suited to their unique needs.

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